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VOL. X.

NASHVILLE AND ST. LOUIS. SEPTEMBER, 1877.

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VOL. X.

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The Zoological Garden is of itself worth a trip to St. Louis.

The railroads have reduced the rate of fare, and St. Louis will welcome everybody and make room for everybody who comes.

Come with your friends. Don't forget to drop in and see us at 704 Chestnut Street, and leave your packages. We shall be glad to see you.

MONTICELLO LADIES' SEMINARY, located at Godfrey, Madison county, is an old and favorably known institution of learning. The next term begins Sept. 13. For particulars address

Miss H. N. Haskell, Godfrey, Madison county, Ill.

LAW SCHOOL.—The St. Louis Law School, which is the law department of Washington University, begins the regular annual term on Wednesday, October 10. For particulars address G. M. Stewart, dean of law faculty, 203 North Third Street.

THE gathering of the leading educators at the National Teachers' Association in Louisville last month, was a grand affair. We have been in the habit of publishing very full accounts of these meetings in the past; but the papers presented are for the most part of permanent, practical value, and are gathered and published in a volume. Our teachers ought to have these volumes complete. If they read partial reports, they are apt to neglect to read the volume when it appears; and hence we propose to help them to get the volumes and read them.

It is a good sign when members of Congress begin to inquire sharp after volumes of the proceedings of the National Teachers' Association.

We have a number of such inquiries thus early. If our members of Congress knew more, they could and would do more for the country. They can get some facts of great value in the several volumes of the proceedings of the National Teachers' Association. Inquiries addressed to J. Ormond Wilson, Washington, D. C., will meet with a prompt response.

To be treasured up, not in one soul, but in many souls; to live, not your own life, but hundreds and hundreds of other lives, perhaps wiser, purer, happier than yours, to be woven in with the warp and woof of boyhood's strong, firm web; to gleam and flash in the finer, subtler texture of girlhood; this is the teacher's great reward.

Supply, most kind gods, this defect in my address, in my form, in my fortunes, that puts me a little out of the ring, and let me be like the rest, whom I admire, and on good terms with them. But the wise gods say, "No.

We have better things for thee. By humiliation, by defeat, by loss of sympathy, by gulfs of disparity, learn a wider truth and humanity than that of a fine gentleman."

A. W. BIXBY of Sparta, Illinois, writes the *Daily Republican* as follows:

"There is an educational revival apparent in this State. There have been eighty-six institutes held during the summer. The State's historic record shows but forty-six during any previous year."

Iowa follows close on to this. Kansas has done more and better this year than ever before. Tennessee and Kentucky are waking up, and if our teachers will now take hold and keep up the fire in the local papers, we can not only hold all the ground we have taken, but we will insure an immense gain in this great work.

START an educational column in your county papers—fill it up with short items of what is being done in your schools.

To be weighed down with a sense of our own incompleteness, to long for that which we have not and cannot gain: to desry noble attainments as islands in the sea, eagerly sought, but which change to clouds as we draw near; to spend our life in searching for the hidden land, as Columbus for the new Continent; to find only weeds floating, or a broken branch, or, at most, a bird that comes to us from an unknown shore; this it is to be on earth—to live. And yet are not these very longings the winds which God sends to fill our sails and give us a good voyage homeward?

Texas has fifty wheat producing counties, one-fifth of which, if fully cultivated, would produce 96,000,000 bushels of grain. It has also 69,120,000 cotton yielding acres, which, if taxed to the extent of their productiveness, would yield 6,962,000 bales—more than the entire product of the world.

Divine strengths disclose themselves to serious and abstracted thought.



B. PRESNELL.....
J. B. MERWIN.....
A. SETLIFF.....
PROPRIETOR.

NASHVILLE & ST. LOUIS, SEPT., 1877.

We do not hold ourselves responsible for any views or opinions expressed in the communications of our correspondents.

OUR teachers will have more pupils to teach, and will need to do more and better work this year than ever before. We shall aim to make the pages of this paper helpful to the young teacher.

President Baldwin will continue his articles on school management. Miss Anna C. Brackett, Dr. W. T. Harris, Prof. Levi Wells Hart, and other able writers, will contribute to the editorial department in the future as they have done in the past.

We shall furnish just the material needed to lay before the tax-payers—material out of which it will be easy and profitable to make up educational columns for the local papers.

THE MARY INSTITUTE, located on Lucas Place, St. Louis, is a branch of the Washington University, and offers to its pupils all the advantages of that popular institution. The fall term begins Monday, September 17.

THE STATE MUST EDUCATE.

If we turn, for a moment, to the actual history of nations we shall find public education, in some sort or other, always existing. The only point is to inquire, in what does the directive power of this people exist? to find at once where the public money is used for educational purposes.

In all countries the military education is at public expense. Where does the support and education of the nobility and royal families come from except from the public? They do no immediate work. They are going to direct and have others obey. But in our country, where each is born to all the rights of mankind without distinction, all must be provided for. Not by pauper schools, for that would be to burn into the plastic mind of the youth his misfortune, and he never would outgrow the stigma. Neither is it safe to leave the education of youth to religious zeal or private benevolence; for then inequalities of the most disastrous kind will slip in, and our State find elements heterogeneous to it continually growing up.

The government of a republic must educate all its people, and it must educate them so far that they are able to educate themselves in a continued process of culture, extending through life. This implies the existence of higher institutions of public education. And these, not so much with the expectation that all will attend them, as that the lower schools, which are more initiatory in their character, and deal with mere elements, depend for their efficiency upon the organization of higher institutions for their direction and control. Without educating in higher institutions the teachers of lower schools, and furthermore without the possibility hovering before the pupils of ascent into the higher schools, there can be no practical effect given to primary schools. The public education must therefore extend through the three grades of culture: 1st, the primary, in which initiation is given into mere elements; 2nd, the culture in respect to general relations of the elements; the course of study which involves the digestion and generalization of the isolated facts of primary education; 3d, the university education wherein elements and relations are subordinated, and a knowledge of universals is acquired.

It is, indeed, a great thing to have even one class of society educated. No doubt, all profit by it, even when the education is confined to the few. But in a democracy all must be educated. The interest of property demands it, the interest of the government demands it. And one generation of well educated people in a State forces upon all adjacent States the necessity of public education as a mere war measure, as a means of preservation of the State. So also will the existence of one successful democracy force upon the world the

adoption of democratic forms of government as the condition of their continued existence. An ignorant people can be governed, but only a wise people can govern itself.

EDUCATION MAKES WEALTH.

WHERE all are educated, and directive power exists on every hand, it finds its employment chiefly in building up the wealth of the community. The directive power required every day to manage the large banks of this country, to direct any one of the great railroads, or the manufactures and corporations of various kinds, is infinitely more than that required to direct our government. The management of the Pacific Railroad is as great an affair as the government of a small kingdom. Thus self-directive intelligence makes for itself avenues for employment. Nothing is lost. Directive power finds it easier to secure a competence by industry than by intrigue and rascality.

The discipline of our public schools wherein punctuality and regularity are enforced and the pupils are continually taught to suppress mere self-will and inclination, is the best school of morality. Self-control is the basis of all moral virtues, and industrious and studious habits are the highest qualities we can form in our children.

A free, self-conscious, self-controlled manhood, is to be produced only through universal public education at public cost; and as this is the object of our government, it is proper for our government to provide this means and at the cost of the people.

"The Golden Rule," Educationally, as a Preventive of Strikes.

THOU Shalt Love thy Neighbor as Thyself." That is the golden rule, the glory of the Mosaic Code, and of the Gospel's mid-day brightness, the standard of morals of every man of whatever race. It should govern everywhere. Capital should obey it. Labor should be guided by it. Rich and poor should be its loyal subjects. It would revolutionize society.

Education should be inspired by it, in order to Americanize, and, in the noblest sense to Christianize, the rising generation, as the means of qualifying the young to become useful, honored, and happy members of society.

The great railroad strikes and other labor strikes, which are now mostly over for the present; the myriads of unemployed men, on whom the support of so many families depends; the vast body of tramps; the roughs and hoodlums in our larger towns and cities: all show the need of effective popular education.

Shall the taxes, the crimes, the dead weight of such thousands of hungry mouths, worthless bodies and plundering hands, be allowed to increase, and at last to outgrow the

remedial powers of society? Shall these armies of the ignorant and brutal, the besotted and corrupting, be allowed to recruit and fill up, and extend their hosts till the State and Nation tremble before them, as Rome did when the Goths were at her gates?

The intelligent, upright and virtuous in every State of the Union can stand on common ground here—to seek and save the lost. Society must do it, or be taxed the more if it does not do it. The State must compel the children to go to school properly for a suitable time, and then go to work duly to learn some skilled labor.

Ignorance and idleness are the twin constrictors; yes, worse than anacondas; that would certainly, as a natural act, strangle our young but mighty nation, unless it anticipates them in time.

The school laws may be already adequate in several States, as in New Hampshire, Rhode Island, Connecticut, and as in various States of other sections, were they thoroughly enforced. Michigan and Texas, especially, have good laws on this head. But in quite a number of States, chiefly central or southern, no such laws of compulsory attendance for any part of the year have ever been passed. Custom is still stronger even than law in some States, constraining almost all children to attend school a fair share of the time.

Some 80 per cent. of the criminals in New England are intemperate, as well as untrained in skillful manual labor, and ignorant of book knowledge; (in Connecticut and Rhode Island nearer 90 per cent.) showing another deadly evil, a giant vice, secretly and openly combining as an ally with all other vices, to ruin the bodies and souls of our fellow citizens. Not only so, but the parents of these armies of criminals were besotted, idle, vicious and ignorant in most cases, and left them no other heritage but sin, crime and penalty. We want no such heir-looms to pass along. We want to give every child a fair chance for knowledge, skill, integrity and the rich fruits of honest industry, come of whatever land or parents it may. We say: "The light of truth shall shine for all. The paths of virtue shall stand open for all. The iniquities of the parents, if they must be visited on the children, shall grow lighter to every new generation." Every facility must be given the children to fit themselves to do the work of life in the best way, and skill and brains will win. Trades-unions must not drive out, and form into loafers and vagabonds, into thieves and swindlers, the boys who should be apprentices to useful trades. Skill must regulate the rate of wages. Incorrigible idlers must be made by law to work or suffer. Railroad monopolies must reduce rates and tolls, and must aim to benefit the public, by transporting skill and food to the proper localities at proper rates, instead of leaving corn to rot in the

West at fifteen cents per bushel, while able-bodied workmen and their families in the East by thousands are ill-fed. "Thou shalt love thy neighbor as thyself."

A PLATFORM.

THE following resolutions will perhaps best indicate the line of work marked out by the National Educational Association at the meeting held last month in Louisville:

Resolved, That the National Educational Association hereby reaffirms its profound conviction of the great value of the National Bureau of Education as an agency for collecting, collating, and diffusing that information which is a vital necessity to the welfare and progress of schools and school systems under a government of the people, for the people, and by the people.

Resolved, That the Association hereby reaffirms its cordial approval of the measures which have been pending before Congress for several years, or some proper modification of the same involving the general principles of said measures, providing for the permanent investment of the proceeds of the sales of the public lands annually accruing, as a national fund, the income from which shall be apportioned among the several States, under the supervision of the Bureau of Education, upon a proper basis of distribution, for the benefit of common schools, normal education, and the more complete endowment and support of the industrial and technical colleges already established in the several States under the act of Congress approved July, 1862.

Resolved, That a committee of five, consisting of the president and president elect of this Association, Pres't Bowman of Kentucky, Mr. Wickersham of Pennsylvania, and Prof. Hogg of Texas, be appointed to wait upon the President of the United States at the earliest practicable date, to lay before him the views of the Association upon the subject matter of this report, and request his favorable consideration of the same in his forthcoming message.

Resolved, That a committee of fifteen members of the Association be appointed by the president thereof to act in conjunction with the committee of similar bodies, and in co-operation with the department of Superintendence at its winter meeting, with instructions to prepare a memorial to Congress embodying the views herein expressed, and urging such legislation as shall be substantially in harmony therewith. All of which is respectfully submitted.

WILLIAM F. PHELPS of Wisconsin,
J. P. WICKERSHAM of Penn.,
JOHN HANCOCK of Ohio,
S. M. WHITE of Illinois,
J. ORMOND WILSON, Washington,
Committee.

Time is so precious that there is never but one moment in the world, at once, and that is always taken away before another is given.

DO WE REALIZE IT?

IT is one thing to know, another to teach. A scholar may be graduated by any of the celebrated chartered and endowed institutions of learning, with the highest honors, and yet not know the alphabet of teaching. Teaching is a science in itself, and is so recognized and treated by our public school system. Graduates of universities generally enter what are termed the "learned professions," or drift into affluence, ease and obscurity; but comparatively few of them ever become school teachers.

Whence, then, are the teachers to come to meet the pressing throngs of humanity on the threshold of active life? They must be made. Teaching must be taught. The province of a normal school is to teach to teach. From the nature of its work, its course and method must be peculiarly its own.

High schools, seminaries and colleges educate men and women for the general business of life. The normal school qualifies them for the profession of an instructor. It is the indispensable groundwork of the whole superstructure of the public school system, as it is extending itself over our broad land, and is of the first necessity to its efficacy and continued prosperity.

IT CAN'T BE DONE.

It can't be done. Don't try to do it any more. Too many people now-a-days want to get something for nothing in this country. The architect of the United States government in the New York postoffice building put a weight of ten thousand pounds on braces that would hold but eight thousand. The roof fell—the penalty was loss of life. The architect ought to have been tried, and if found guilty, punished for manslaughter.

The several State governments are trying to do the same thing; and are paying the penalty in disgrace and repudiation. The county governments, too, are trying to do the same thing.

Look at the Rockford, Illinois, disaster, which cost so many lives and so much money. The roof of their court house fell, and with it fell a score of innocent workmen, paying the penalty of trying to get something for nothing with their lives.

That architect, too, should have been tried, and if found guilty, hung.

School directors, too, are trying to get something for nothing. They think they do a smart thing if they secure the services of some teacher who is worth \$100 per month, for \$50; or a school desk worth \$5 for \$3; or school books at half-price. Any way, to get something for nothing, it can't be done. "Poor pay, poor preach."

There is loss somewhere every time that something is given for nothing; loss which must be made up in some way, or bring just such a condition

of things as universal distrust and loss of confidence and integrity always brings; just such a condition of things as we are witnessing to-day.

Is it not time to re-organize things, and to stop this insane effort to get something for nothing?

We think so. The trial has been made. The stock has been watered. The rebates have been paid. No one is rich. The point has been missed.

The fact is, goods have been made so cheap, and brought to market so cheap, that no one has anything left with which to buy them, or to pay for them.

We have beat down the manufacturer, and the lines of transportation, and they retaliate to such an extent, that instead of gain there has been loss.

We have tried so hard to get something for nothing, that we have beaten ourselves!

It cannot be done.

No man nor set of men are strong enough to set this law at defiance and prosper in the long run. A temporary triumph is not a triumph unless it is based on equity and justice, and the eternal law of equivalents.

THE Iron County Register says: The maintenance of Normal Schools in Missouri is now the *settled policy* of the State. They are essential to the efficiency of the public schools. Send them good material and they will send you back thoroughly qualified teachers.

THE volume of addresses and proceedings of the National Educational Association, of over 300 closely printed pages, contains the papers read, the discussions, the facts, the arguments, the statements as to the condition of education in each State, the remedies proposed to do away with the appalling illiteracy of the country, and what legislation is needed to remedy this evil.

All these volumes are invaluable to the teacher, the tax-payer, and the legislator, and worth double their cost.

IT OUGHT TO BE STATED AND RE-STATE that this JOURNAL OF EDUCATION will show the people who pay the taxes not only what our teachers and school officers are doing, but the necessity for this work as well; when the taxpayers understand this they will provide for the more prompt and liberal payment of the expenses necessary to sustain the schools; hence the teachers and school officers should see to it that copies are taken and circulated in every school district in the United States.

N. B.—Remittances must be made by Post Office orders or registered letters, or draft on this city. We are responsible for no losses on money otherwise sent.

KEEP the people posted on what good schools will do for them, by circulating such kind of information as ably conducted educational journals furnish.

TENNESSEE cannot pay her taxes. With a fertile soil, with a splendid climate, with mountains stocked with iron, with immense coal beds, with rivers, railroads and electric telegraphs, Tennessee runs \$200,000 behind. What is the matter? Are the people intelligent—are they industrious? Have they been trained to frugality and economy? Can they all read and write? Have they *diversified industries*, so as to utilize their wealth? What is the matter?

We have an impression—if wrong we shall be glad to be corrected—we have an impression that a set of politicians of very small mental calibre have been legislating so as to curtail if not destroy the school system of the State, and so keep the people in ignorance and poverty. An intelligent, industrious people *produce* more than they consume, and so enrich the State. An ignorant people are generally a thriftless, lazy, *non-producing class*, consuming more than they produce.

Intelligence pays—ignorance costs. We are beginning to learn these facts. There is a remedy for poverty—a way out of disaster and limitation. It is the way of intelligence; the way of obedience; the way of industry, economy and thrift—just the elements of character and training given by a good system of public schools.

AVOID disputes and antagonisms. You will need to devote all your time and effort to the work of building up the school interests of the neighborhood. Have a cordial, friendly word not only with all the children, but with the parents—with those who do not send their children to school, as well as with those who do.

We want to popularize our schools. They are doing a great and a good work, and a needed work, for the parents as well as the children.

WHAT do you need more than you have, to do efficient work in your schools?

Does everything work smoothly and harmoniously?

If not, reorganize your school; alter your plans; adopt new methods. By all means avoid friction and waste of time. No pupil, no teacher, can do effectual work, such as needs to be done, unless everything works harmoniously.

THIS is just the time to organize a reading club; evenings pleasant, papers and magazines cheap, no special political excitement, nothing to interfere; and it will promote unity and good feeling as well as intelligence.

WE regret to learn that there are comparatively few copies of the proceedings and addresses of the National Educational Association left on hand. Those who desire to secure them will have to make early application to J. Ormond Wilson, Washington, D. C.

It is due our associate editor, President J. Baldwin of the Kirksville Normal, that we should say a word of his work during the last vacation.

Over one hundred engagements to lecture in Missouri, Kansas and Iowa on educational topics, had been made before the close of the school in June last. These engagements have been met, and the second lecture has always drawn the larger crowd.

Tax-payers, parents, teachers, pupils, have all been greatly interested and profited by this remarkable educational tour.

They have learned more of the practical value of our public school system—of the work done by our teachers and school officers, and of the need of this work. His reception has been an ovation at all the principal points where he has lectured.

He is preparing a volume from the articles which have been published in this journal for some time past. It will probably be published next year.

WE shall be very glad to see our friends at our office, 704 Chesnut Street, during their visit to the Exposition. They will find desk room, stationery, and other conveniences at their disposal at all times. Look in at 704 Chesnut street, and invite your friends to come too.

HON. S. M. ETTER, State Superintendent of Public Instruction in Illinois, has been making a very pleasant and profitable lecturing tour through a large number of counties in the southern part of the State. People have filled the largest audience-rooms both afternoon and evening, to hear him discuss the question of public schools.

He does it very ably, because he is perfectly familiar with the system, and appreciates the value and power of it. Teachers and school officers, too, have been helped and inspired by the counsel and instruction of Supt. Etter.

Illinois cannot do better than to continue him in the work he is prosecuting so vigorously and successfully.

ONE of the leading teachers in Texas writes as follows:

"Every number of the JOURNAL is the BEST. Those articles on "School Management," each month, are worth more than the price of the paper for a year. Words utterly fail to express my appreciation of its helpfulness. I shall try and get other teachers and parents to take it and read it."

THE addresses and proceedings of the National Educational Association ought to be in every public school library in the country. Teachers, school officers, members of our State Legislatures, could find just such facts, arguments and suggestions as they need, on which to base the legislation of the State and the Nation, to secure the permanency and enlargement of the public school system.

ILLINOIS.

Illinois, like Missouri, is suffering from bad legislation. Despite bad laws, the superintendents in many counties are doing a grand work. Normal institutes will be held in about half the counties. Prof. B. F. Bangs, superintendent of Henry county, held two large institutes in his county. The one at Geneseeo continued three weeks, and was probably one of the best institutes ever held in the West. Prof. Bangs, by his untiring energy and great ability infuses a vigor into the school work that is truly marvelous. The schools of this county will be well represented at the county Fair. This is an admirable idea, and should be utilized in every county and State. The improvement of the schools is infinitely more important than the improvement of stock.

IOWA.

This State moves forward with great power. She has twenty colleges and universities, and one State Normal School. She is hard at work on the problem of establishing free high schools for all her youth. She finds the preparatory departments in her colleges to be an intolerable nuisance. She wants high schools everywhere to prepare students for college and for life. No agency is doing more good than the normal institutes held annually in each county. This year shows a vast improvement over the work of previous years. The notable features are more system, better instructors, larger attendance, and deeper interest.

In Wayne county they are holding, at Corydon, a regular Normal School of eight weeks. The conductor, G. W. Cullison, is an efficient Normal School man, and a most successful institute worker. He is ably assisted by Supt. Walker and Prof. Datt.

The Buchanan Institute at Independence is admirably organized and ably conducted. Supt. B. F. Bangs has steadily but determinedly elevated the standard of qualifications, and stimulated teachers to earnest preparation. Such a superintendent is invaluable to a county.

The Fairfield Institute numbers over 150 members, is well organized, and is doing admirable work. Supt. McKinney Robinson deserves a pension. He found the county crowded with inefficient teachers receiving starvation wages. He determined to license only qualified teachers. At one examination he rejected 36 of the 38 applicants; and at another 40 of the 60 applicants. Now he has a body of teachers hardly equaled in the State, and who receive fair wages. He examines from three to four days, combining written and oral work. Such a man deserves the approval of every teacher and every friend of education.

The Lucas County Institute was well attended, and the interest was intense. The conductor, C. W. Biggs, evidently understands his work. Supt. Day gave all his time and en-

ergies to working up and managing the institute.

We have not space at present to speak of the many other normal institutes reported.

The State Superintendent, C. W. von Coelln, is doing a great work. His lectures to the institutes and people are awakening a deep interest.

KANSAS.

This State has adopted two far-reaching measures. First, it has raised the standard of the teacher's qualifications. The result is that poor teachers are driven out of the State, and that good teachers receive better wages. Second, it has provided for a Normal Institute of four weeks in each county. These institutes do incalculable good. They are reported as well attended and ably conducted, the one at Thamatha, conducted by Prof. R. S. Iles, as especially large, enthusiastic, and efficient. Kansas only needs to restore her Normal Schools, and she may soon move to the front.

We would suggest to the officers and managers of the National Teachers' Association, to put their intellectual athletes who are to "speak their pieces" at the next meeting, in training early, so that when the meeting is held, those who pay from \$25.00 to \$50.00 to attend the Association, may be able to hear the good things that are always said at these meetings.

Miss Lowell, the eminent elocutionist, would be able to do something for them in this direction—or do something for the Association—by sending these inefficient to the back seats, where they belong, and giving the time to those who have something to say and are able to say it.

By all means secure Miss Lowell to train your speakers, gentlemen.

There are things which are within our power, and there are things beyond our power. Within our power are opinion, aim, desire, aversion and, in a word, whatever affairs are our own. Beyond our power are body, property, reputation, office and, in a word, whatever are not properly our own affairs.

Now the things within our power are, by nature, free, unrestricted; but those beyond our power are weak, dependent, alien. Remember then, if you attribute freedom to things by nature dependent, and take what belongs to others for your own, you will be hindered, you will find fault with gods and men.

But if you take for your own only that which is your own, and view what belongs to others, just as it is, really is, there is no one will ever compel you, no one will restrict you; you will find fault with no one, you will accuse no one, you will do nothing against your will; no one will hurt you, you will not have an enemy, nor will you suffer any harm.—*Epictetus.*

SEND 15 cents if you want to see sample copies of this journal.

SCHOOL MANAGEMENT.

BY J. BALDWIN.

PART II.

Classification.

THE proper classification of a school is a most difficult work. To adjust the school to the course of study, to determine what is best for each pupil, and to arrange all in suitable classes, requires the most searching scrutiny and the clearest judgment.

PRINCIPLES.

So much depends upon the right classification of a school, that the teacher cannot afford to grope in the dark. It behooves him to study the subject profoundly, and to think down to the underlying principles.

1. *Criteria.* Age, Ability, and Scholarship, determine the Classification. Other things being equal, older pupils are classed higher than younger, and strong, bright pupils, higher than delicate or dull ones. The reasons are apparent. To consider scholarship alone is a fatal error.

2. *Adaptation.* The Pupil must be placed in a class adapted to his capacity. Each pupil should be a success in his class. Success inspires confidence and stimulates to effort. It is generally better to class a pupil below rather than above his true position.

3. *Basis.* Reading and arithmetic form the best basis for classification, as in the district school all pupils study these branches. Other studies may be worked up or reviewed in connection with these. Due weight should be given to the pupil's advancement in other branches.

4. *Uniformity.* The studies must be kept abreast. It is not uncommon to find a pupil well advanced in arithmetic, but ignorant of the first principles of geography; or good in grammar, but deficient in arithmetic. Such pupils should be so classed as to give their chief energies to the branches in which they are deficient.

5. *Number of Classes.* The classes should be as few as is consistent with good grading. Upon this principle depends largely the efficiency of the ungraded school. Numerous classes fritter away the time of the teacher without producing satisfactory results.

PLAN.

The young teacher may well feel appalled when he first meets his forty or fifty pupils of all stages of advancement. To reduce chaos to system is for him an herculean task. A well-digested plan of work will help amazingly.

1. *Proceed from the Higher to the Lower Classes.* First organize the highest class in the branch, then the next lower, and so on, till all the classes in that branch are organized. As lessons are assigned classes as soon as organized, the elder pupils will be engaged while the younger pupils are being classified.

2. *Take first the Branches that embrace the Entire School.* It is probably better to organize the reading

classes first, then the arithmetic, then the grammar, then the geography, and so on till all are organized.

3. *Give each class a short drill.* This will enable you to form some notion of the true standing of the pupils. Besides, it will create an interest and stimulate the class to prepare the lesson assigned.

4. This rough classification is temporary. You call out such as think they are prepared to go into the class. Say to them that you will promote such as you find deserving, and that you will place in a lower class such as are not prepared. So manage that most of the changes will be promotions. In any case you must conscientiously and firmly place pupils in the classes to which they properly belong.

5. Much time is not required. During the first half day all the classes may be organized, and during the first week each pupil may be permanently classed. A teacher who requires two or three weeks for the organization of a school, is evidently a quack.

ILLUSTRATION.

Only the inexperienced need details. A single example may illustrate:

Teacher—All who are prepared to read in the fifth reader, will please raise their hands.

Class—Ten pupils raise their hands.

Teacher—Take your readers. At signals take places as directed.

Class—The pupils pass to places at the board.

Teacher—Please write your names on the board.

Class—Each writes his name.

Teacher—Turn to page 120. Read as called.

Class—Each one reads a short paragraph. The teacher, during the reading, makes out a roll of the class and grades each member on the reading.

Teacher—Turn to page 35. You may prepare two verses each. Be prepared to spell each word and give its meaning. At signals take seats.

Class—The class pass to seats and prepare the lesson assigned.

Teacher—Those who are prepared to read in the third reader, please raise their hands, &c., &c.

But it is unnecessary to give further details. In a similar manner each class may be organized and put to work. During the afternoon each class will have a short, lively recitation. On the second day you may enter upon your regular work, with a well-prepared programme. As the recitations progress, you make the necessary changes in the classes. Wise and prudent management will overcome all obstacles.

If the school directors and trustees do not have the money to furnish you with blackboards, maps and globes, get up an exhibition or two and you can easily secure the requisite sum to furnish these things. Don't try to make brick without straw, and don't try to work without "tools to work with."

MYOPIA—SHORT-SIGHTEDNESS.

BY WM. DICKINSON, M. D.

No. 2.

It is the popular belief that myopia (short-sightedness) is only an infirmity, admitting, at any convenient time, of easy rectification, and possessing no elements of serious import. This is a popular fallacy, the indulgence of which by inducing neglect or delay of treatment often allows the supervention of morbid conditions of the eye, at once disastrous and irremediable.

If we assume that the normal eye in shape is spherical, the myopic eye is ellip-soidal, the longer diameter being in the axis of direct vision. In the former, the various component parts are of such form and are so situated in relation to each other, that well-defined images of external objects are formed exactly in the most sensitive spot (macula lutea), where alone distinct vision is produced. In the myopic eye, on account of its increased diameter—increased at the expense of the deepest parts—this "spot" is situated behind the point where visual rays are brought to a focus; consequently, the images of external objects falling upon it, not being well defined, vision is confused and indistinct. To remedy the consequences of this physical defect, the myope instinctively brings the object near to the eye; hence the short-sightedness. As has been stated this defect is, in most instances, perhaps all, hereditary; as is also that peculiar state of those portions of the globe, in which resides the predisposition for it to become more myopic.

When with both eyes we examine an object at a less distance than fifteen inches, we turn them inwards towards the nose. The contraction of the muscles, by which this inversion is accomplished, exerts a certain amount of compression upon the globes. The nearer to the eye the object is brought, the stronger is this muscular contraction and the greater the compression exerted upon the globe. The deepest portions of the myopic globe being thinner, more distensible and wholly unsupported, yield to the pressure thus applied, and protrusion of them backward is the consequence. Thus the retina and its most sensitive spot is removed still farther behind the point at which visual rays are brought to a focus, and the myopia is increased to a corresponding degree. Such is the mechanism by which the myopic eye is rendered more myopic, speedily assuming in its higher degrees the condition of positive disease.

The light shed by these facts reveals the absurdity as well as the fatality of using "eye-cups," a device well calculated to deceive, vaunted as the grand panacea for all visual afflictions, for which, as its crowning excellence it is claimed the depth of the eye is increased; a result which we seek most studiously to avoid.

Though the restoration of the

myopic to the normal eye is impossible; though expectation of diminishing the existing myopia is scarcely to be entertained, and though the affection, in spite of our best-directed efforts, is essentially progressive, as demonstrated above, still, by the judicious and persistent use of the means at our command, we can often succeed in restraining its progress and render it stationary. If even these rare conquests can be achieved, a boon of invaluable advantage will be secured to the sufferer. We can surely adapt appliances which will render the use of the myopic eye easier and safer.

Youth is the critical period for the myopic eye; it is also the golden period for prevention or for relief. The demands made upon it during the educational period are greater than at any other, and cannot as readily be avoided. Among the causes that conspire to develop the predisposition or to increase the myopia at this period, may be enumerated:

1st. The performance of school duties with light insufficient in intensity or admitted from a direction offensive to the eye.

2d. The improper inclination of the desk at which the pupil is accustomed to sit.

3d. The stooping position usually assumed, particularly in reading, writing or drawing.

Indications of the existence of myopia are generally first observed at home. If the child habitually holds the book or other object viewed nearer to the eye than ten inches; or, if at a greater distance ordinary print, or distant objects appear indistinct; if during the act of vision he is wont to nearly close the eyelids, or make noticeable efforts in winking, or if pain is felt while intently inspecting near objects, an imperative duty is imposed upon the parent, for these are utterances of the eye demanding the prompt adoption of intelligent means for its relief, lest through delay irreparable injury be inflicted and the integrity of the eye needlessly imperiled.

The teacher, too, participates in this responsibility. On behalf of the child committed to his instruction, he should, with the utmost vigilance, provide against exposure to influences and causes which tend directly or indirectly to aggravate the affection, or impart activity to the existing predisposition. In regard to position, the pupil should be encouraged to sit erect in his seat, and square to his desk; the books and other implements should be removed from the eye, to a distance, at least, of ten inches; and for writing or drawing the desk should have an inclination of 20 degrees, and for reading, of 40 degrees; or he should be furnished with a high desk, so that the necessity or the tendency to lean the head over the book in study or in writing, may be obviated; and in respect to light, the pupil should be so seated that the light may be admitted from the left side, and when practicable,

from the north—the superior excellence of which is well understood and practically illustrated by photographers and other artists. These observations, though especially urged in behalf of the myopic pupil, are highly beneficial for all; and, during the school hours, a brief respite from study would afford benefit not only to the eye, but also to the entire body.

But happily for the myope, his infirmity admits of signal relief, if the higher degrees of it are not attained. Immediately upon the discovery of this affection, he should be submitted to the examination of a competent oculist, who will select and adapt a concave glass, to neutralize the existing myopia. This duty involves the consideration of the whole history, progress and condition of the affection, and the intelligent employment of numerous appliances and methods for the accurate determination of the requirements of the eye. The importance of this examination, in general, is not sufficiently appreciated; for it is often left to the imperfect judgment of the unskilled optician, or the ignorance, caprice, or mercenary impulse of the street corner spectacle-vender. The use of a glass incorrectly selected, not only will not rectify the malady, but may endanger the future well-being of the eye; for the myopic eye at all periods combines most of the elements of deterioration, perhaps at times quiescent, which require but the addition of a slight effective cause to arouse them into a state of dangerous activity, and with a danger corresponding to the degree of myopia then present.

AN OPEN LETTER.

LILIAN WHITING.

DEAR GIRLS of the *Journal*, whatever you read don't read trash. Do not vitiate your minds with the weak absurdities of the Mrs. Holmes or Mrs. Southworth rubbish, till you have not space left for a strong, womanly idea.

Reading is to our mental life, as food to our physical existence. It is the fibre, the threads from which the mental texture is spun. There is a grand banquet offered us; let us not turn to a table of scraps and husks. If you do not like solid, substantial authors, whose works will do you good and not evil all the days of your life, take them on faith for a little while till you do like them. A thoroughly good taste in reading is not, possibly, indigenous in any nature. Cultivated tastes, of course, imply a previous cultivation. Culture does not spring forth, fully fledged, as Minerva came from the head of Jupiter. It grows, and grows by resolute pursuit of the highest, the best. If you do not enjoy what your judgment tells you is elevating, ennobling reading—reading that will make you a better, nobler woman, and fit you to enter and adorn cultured society—if you do not relish it, take it as you would a medical prescription for a time, for the sanitary effect, and, trust

me, by-and-by you will find it a necessity of life.

Read the best. There are books that have divine purpose in writing, and whose perusal becomes an era in life—books that blend the gray tones of thinking into soft, violet shades and sanctities of feeling—books to make life stronger and purer forevermore.

Books are like friends—to come to us when most we need them. There are certain seasons of mental need that can be met in no other way than by these spiritual tones for which the soul listens across the silences.

What shall you read? There are as many responses as there could be questions.

There should certainly be a foundation of English, American, German and French standard authors, if one does not go farther back to the ancient classics. Our standard American authors are Prescott, Motley, and Bancroft as historians; Bryant, Whittier, Longfellow, Poe, and Lowell, as poets; as brilliant essayists, we have Emerson, whom alone to know is a liberal education; Whipple, Lowell, Curtis, Holmes, Thoreau, and Gail Hamilton; as novelists, Hawthorne, Holmes, Mrs. Stowe, Bayard Taylor, and Winthrop.

"Lotus-Eating," a volume of essays for summer reading, is one of the most exquisite books ever penned.

Hawthorne's romances are a mystical, glorified cloudband; "Back-Log Studies," by Warner, is a charming little book for reading, half light, half serious. Lowell's prose is beyond comparison, and Whipple is cultured, thoughtful, suggestive. His essay on "Daniel Deronda," in a recent number of the "North American Review" is perhaps one of the finest critiques ever penned. Of Emerson what can one say, where words fall powerless and avail nothing? His books would richly repay any foreigner for the labor of learning the English language, that he might read Emerson alone. They are an inexhaustible thought mine.

Gail Hamilton is spicy and vital, but the cream of all her writings is contained in two essays entitled "A Complaint of Friends," and "Men and Women." These are worthy of becoming classics of American literature.

Dr. Holmes is an essayist of finely touched power, while some of his poems, too, show the power divine of the true poet. His novels are in the same speculative vein as his essays, while the latter condense the peculiar power he wields. "The Poet at the Breakfast Table," while similar, is yet far superior to the "Professor at the Breakfast Table," and both are essential in a knowledge of American literature.

Lowell's poem entitled "The Vision of Sir Launfal," is one that should be taken into every life; and as on an equally elevated plane might be mentioned "Resurgam," in the "Verses by H. H."—an unpretending little volume, containing some rare gems of poetry.

It is not the aim of this discursive paper to catalogue American literature, but merely to touch on a few little gems not so generally known and loved. Most of the works of the authors mentioned are so familiar, it would simply be stupid repetition to enumerate them.

Margaret Fuller was the most gifted woman America has ever produced. A woman whose life was full of the noblest objects of endeavor. Her faith in the ideal humanity profoundly fitted her to touch and rouse the noblest aspirations of which man is capable. Her works, comprised in "Papers on Literature and Art," "Summer on the Lakes," "Life Without and Within," and "Women in the Nineteenth Century," cannot be too ardently read, too deeply studied. With these, too, should go the beautiful "Memoirs of Margaret Fuller," written by Channing, Clarke, and Emerson.

Of the light standard English works "Middlemarch," by George Eliot, holds precedence, perhaps, of all—even of Dickens. Of course you all read "Daniel Deronda," and to these add "The Mill on the Floss," and one has the cream of George Eliot's power. Of her poetic efforts "O, May I Join the Choir Invisible," is one that has touched the universal heart, and her "Armgart" is full of real thought and dramatic intensity. "Aurora Leigh" hardly needs mention any more than Shakespeare, and for the same reason we will not dwell upon Tennyson. Swinburne's delicious rhythm is a poetic delight, that becomes to the poetry-lover almost rapture in the exquisite poems of "Rococo," and "The Triumph of Time."

Robert Browning is called mystical and obscure. Possibly in some instances this allegation is not unfounded, and yet what poem is more fitted to touch the popular heart than "Evelyn Hope," and "Any Wife to Any Husband?"

And now get Mr. Hamerton's "Intellectual Life," and give it the thoughtful reading it merits; and Stedman's essays on the "Victorian Poets," essays that are as a crystal lens placed over each great mind. Read Harriet Martineau's autobiography for the glimpses it will give you of the life and letters of a quarter of a century ago.

But I must stay my pen. "The world of books is still the world," and one cannot traverse it in one excursion, but with the universe so rich in wealth of pure, ennobling thought at your command for the asking, do not, dear girls, read trash.

Build thee more stately mansions,
O my soul:
As the swift seasons roll,
Leave thy low-vaulted Past,
Let each new temple nobler than the
last,
Shut thee from heaven with a dome
more vast,
Till thou at length are free,
Leaving thine outgrown cell by life's
unresting sea.

MARGARET LIVINGSTONE.

LILIAN WHITING.

CHAPTER III.

For they the royal-hearted women are
Who nobly love the noblest, yet have grace
For needy, suffering lives in lowliest place.
My love is such, it cannot choose but soar
Up to the highest.

"Mrs. Matheny, let me present my friend, Prof. Delacroix."

She looked up, at Dr. Raymond's introduction, and met earnest, inquiring eyes fixed upon her; saw a tall, grave, manly figure slightly bending, and listened to a voice—deep, full, melodious.

All this in a second Eloise Matheny saw, simply because she was one whose merest glance includes more than another's prolonged scrutiny.

Prof. Delacroix saw on his part, a woman, young, beautiful, with some indescribable, appealing grace of her own. A sweet face, yet with a haunting depth of unutterable sadness in it. A woman past her first youth, yet with a charm deeper than any mere girlish bloom and beauty, and in her manner a certain nameless magnetism that thrilled him.

It was in a little class-room opening from the large assembly hall, that they met. The afternoon session of school was just closing as Dr. Raymond brought his friend up the stairs, and in this little room sat the lady superintendent, engaged in her usual afternoon work of examining reports and school papers.

Prof. Paul Delacroix had never married. Fifteen years before, in his early, ardent youth, he had loved a beautiful girl, and this idyl of his life had been bound into the fragrant, star-lit pages of one perfect summer. In the autumn Effie Burnette had gone to seek renewed health in Florida, and when the spring-time again gladdened the earth, all was indeed well with Effie, for God had given her never-failing strength, and life that was eternal.

How often did the exquisite words of a little poem he had somewhere seen, come back to Paul Delacroix in memory of his early love:

"I sought to find some healing clime
For her I loved; she found that shore,
That city, whose inhabitants
Are sick and sorrowful no more.

Such sweet communion had been ours,
I wished that it might never end:
My prayer is granted me, for now
I have an angel for my friend.

Life was so fair a thing to her,
I wept and pleaded for its stay.
My wish was granted me, for lo,
She hath eternal life to-day."

When Paul Delacroix turned away from the last, lingering look on that sweet face, resting amid the fragrant loveliness of rare white blossoms, and the sprays of *arbor-vitae* clasped in the little, cold fingers; when he had looked his last on Effie, a shadow fell over his life that neither time nor change ever lessened. Since then he

had never given more than polite courtesy to any woman. The dream of his life had faded so early that few of his friends remembered it had ever been; and his seeming insensibility to the claims of fair woman had occasioned many an ill-timed jest among them.

Prof. Delacroix had never associated his life with any conspicuous achievement, but his character was one opulent in ennobling influences. We are too apt to ask what has a man done? rather than what is he? as a test of life. Character is higher than any achievement. It is the great force lying back of any special work, and is the culmination of all success in life, rather than a particular success in some one line.

There was a certain inspiring purity in the companionship of Prof. Delacroix that was something incomparable, but felt by all who knew him, as a permanent benediction. For many years he had occupied the chair of Modern Literature in a college in New York, from which a short time since he had retired to his home near Boston. A grand, stately old home it was, shadowed by its ancestral trees; and his widowed mother, who was there alone save her servants, had demanded the care he alone could give in the declining years of her life. He was now on his way to St. Louis for a few days, to attend the annual meeting of the Society for the Advancement of Science, and had deviated a little from his route to visit his old friend and classmate, Dr. Raymond.

They were sitting in the Doctor's library after luncheon, and the conversation had drifted upon school work and management.

"There is one thing I am not prepared to concede," said Prof. Delacroix, "that is, that a woman can ever be an efficient superintendent of schools. As a teacher she is superior. Her spiritual force tells there, but the machinery of a large and complicated school needs a stronger hand to control it than any woman's."

"I cannot agree with you," replied the doctor. "I own there are few women with the proper combination of qualities to fill such a place; with the requisite insight, tact, and sturdy common sense; but that they do exist is proved by our own school here this year. We have a lady superintendenting it."

"And with what result?"

"The very best. Our school has stood the highest in the State for attendance and punctuality, and there is in every detail of management a general thoroughness. Mrs. Matheny seems equally competent to advise the corps of assistant teachers or to direct the janitor in his work; she has that rare combination of theoretical and practical ability that renders her work as superintendent unusually efficient."

Prof. Delacroix looked interested, and Dr. Raymond continued:

"Suppose we cut the Gordian knot by walking over and making a little call at the school."

They arrived, as we have seen, too late for the school session that day. But if Dr. Raymond had been a less preoccupied observer he could not have failed to note the key of accord struck between Mrs. Matheny and his friend.

It would be difficult to define in words the impression that Eloise Matheny made upon Paul Delacroix. All the hidden wealth of her nature responsive to his words.

Prof. Delacroix chanced to speak of a favorite haunt of his, a secluded sea-side nook, where she too had often gone to find a summer rest and peace. She was a genuine lover of the sea, and he spoke to a listener as enthusiastic and impressioned as himself. If her words were few in reply, in watching her face he had no need of words.

They had almost overstayed the limits of a call, when the two gentlemen went away.

"I thank you for a great pleasure," Prof. Delacroix had said to his friend—and he said no more of the woman who had revealed to him a possible future, a future rich in happiness he had never dreamed might await him. And he, to Eloise Matheny, had opened the gates of a new life.

Not that these actual thoughts passed through either of their minds, but there was with each an unspoken soul-perception of new possibilities of life.

The next day the two gentlemen again visited the school. As Prof. Delacroix watched the marvelous order, the accuracy of recitations, the firm yet gentle discipline, the delicate touch of Mrs. Matheny's management, he smiled to remember his old prejudice against a woman in this position. But such women as she are rare, he said to himself. He was right. Such a teacher, such a woman as Eloise Matheny would hardly be met twice in a lifetime.

Prof. Delacroix had asked and received Mrs. Matheny's permission to call upon her. It was a favor she seldom granted, for her life, except where her school interests connected it socially, was a little apart from the world. But something in the manner of Prof. Delacroix touched her with a thrill of life she had thought never to feel again.

At twenty-eight Eloise Matheny was an irresistably beautiful woman. It was a beauty finer, higher, than the mere changeful bloom of girlhood. The face of a woman who had thought, who had seen the world, and who had suffered and bravely risen above her individual grief, to take her part in the world's work.

The life she had grown used to saying to herself was past for her, was, really, all before her. She was a woman delicately reared, carefully educated, and cultured to an almost ideal degree. Then when the dawning rose-light of coming womanhood was changed to a midnight darkness in one terrible storm of trial, anguish and despair, that swept over her life, she had said and felt she could never recover from it. But there was some-

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thing in her nature that would make itself felt, that would spring to meet the light. For the elements of this storm that almost crushed her fair young life, had not been of herself, but a result of external conditions. She was a woman of talent, of genius—her fine culture, and an extraordinary gift of executive ability, led her into the educational field, and in this she had successively risen till she attained her present responsible position. In a new region, and among new people she re-commenced her life. She never referred to her past, save as Margaret's intense consciousness of some dim, far away tragedy, had almost forced Mrs. Matheny to speak of it to her, and she tried in real and constant labor to forget. Could she succeed?

Something of this questioning was passing through her mind as she arranged her toilet for the evening she was to receive Prof. Delacroix.

Are there, she questioned, fateful moments in life, when by some invincible necessity we forge one link of a chain that binds us to complete it, link by link, step by step, as we pass onward? that with unseen, yet irresistible power drags us in its own course, from which in vain we pray for deliverance? Should one error or mistake of youth prove fatal to all the hopes and interests of after life? "It shall not be," she said to herself. "I will take whatever of happiness God may offer me in the friendship of pure, noble men and women. Why should I shrink from Margaret's sweet affection when the child loves me, and when I know I can give her the companionship she craves? My past will not rise from its grave to harm her. Why should I not enjoy an evening with this noble, cultivated gentleman, when my soul is famished and my life desolate for the intellectual stimulus, the communication with art, thought and beauty, his society affords me?"

"I will take the rights of my youth and my womanhood."

Perhaps Mrs. Matheny never looked more beautiful than when she went down to the parlor to meet her guest.

Clouds of dusky hair were swept back from the broad, pure brow, and the serious sweetness of the lips half belied the faint rose-flush upon her cheeks. She was attired in heavy, lustreless silk, that fell in sweeping folds about the graceful figure, with misty laces at throat and wrists, and her only ornament a starry cape jas- mine trembling in her bosom.

Never in all after years could Paul Delacroix catch the delicious fragrance of cape jasmine without being carried back to this hour.

There is a subtle sweetness of intuition that is clearer than all knowledge. It was this that revealed to these two a mutual comprehension, and a glimpse of what life might have been, nay, might be, to them.

They talked upon subjects of general interest, of books they had read, of pictures they both loved, of music and the drama, of life and its daily miracles.

"Your life is one hardly indigenous to the West, I should judge, Mrs. Matheny," said he, "if you will excuse so personal a remark."

"I will accord you full Yankee privileges, Prof. Delacroix," she returned, laughingly. "No, my home has not always been here, but my work, and therefore I suppose my life, is now identified with the West."

"And you enjoy this field of labor?" he said, looking at her earnestly.

"I do not stop to question of enjoyment," she said, "I only look for actual duties."

"And yet your true life—the utmost you are capable of being, is not here," he rejoined. "Pardon me, Mrs. Matheny," he added, as her cheek flushed, and she turned away. "I do not mean to be rude, but I cannot help feeling you are in, not of, this somewhat crude life around you. I cannot help seeing how bravely, how truly, you are doing your work, but your life is apart from this. Is it not so?

"Apart from this and every other," she said, wearily, surprised by his directness into simple truth, unveiled by conventionalisms.

Prof. Delacroix was one of those rare natures who come into real relations with every one with whom they come in contact, and Eloise Matheny was one of the most unworldly of women.

But Prof. Delacroix longed to brighten her life, not to sadden it, and did not again touch the chord that vibrated so painfully. He aimed to lead her out of herself, away from these invisible paths of life.

"I believe I am very weak," she said, "when I thought myself strong. My talks with you have somewhat carried me out of a practical present in which I must live. My ideal woman, Prof. Delacroix, is she who would use all the finest culture, the daintiest refinement of her nature, for the good of every one with whom she comes in contact, and not permit it ever to be a wall of separation from the humblest or crudest life.

Any special gift or acquirement is only a power to be held in trust. Peculiar circumstances have resulted in peculiar forces in my life. I have need to be very charitable, very useful, and I pray for strength to be so." She had grown very pale, and the dark eyes were full of some untranslatable sorrow. Looking at her he could not believe that her suffering had resulted from any broken law on her part, but from some fatality of circumstances that oppressed her, even as voluntary sin might burden one. And his thoughts, too, caught the echo of Margaret's, and he questioned mentally:

What was the mystery in this woman's life? In that moment he resolved to come near enough to her to know what it was, and to share if he could not lighten her burden. A new spring of vitality seemed touched, and he felt her life had some peculiar meaning for him.

(To be Continued).

The misery of the young man who courts a sparkling fashionable belle, and loses her, is only excelled by the misery of the man who courts her and wins her.

Interior incidents have a controlling effect upon life.

WHY?

Editor's Journal:

•POOR woman! I am so sorry for her."

Pauline said this as we sat on the lawn in the summer twilight, watching the sunset tints fade into the dreamy blue of the bending clouds that mirrored themselves in the still river, while the hazy light enfolded us as if with a veil of peace.

"Why?" I answered. "What is her trouble?"

"O nothing, only she has been teaching for several years, and now just as she had given it up, her father's failure makes it necessary for her to go back to it."

"Is her salary good?" I inquired.

"O, moderately—two and a half dollars a day," replied my friend.

I sat in the twilight thinking. Was this a case demanding sympathy, or congratulation?

Here was one young, in the prime of womanhood, with all its health and strength, and faith, and enthusiasm—with sufficient education, culture and address to command a position in the noblest work that any man or woman ever performed, with a regular, punctually-paid salary of \$90 every four weeks; with work that, though necessarily taxing every faculty, yet even in its very demands is an inspiration; like the cross of Thomas-a-Kempis, it strengthens him who bears it.

Teaching is, of all work, the keenest intellectual tonic, and she who loseth her life in her work shall find it again, and find in it a fairer and higher life than her faintest dreams could picture.

In such times as these, when business is depressed, when there is so much real suffering all around us, should we need be "so sorry" for the woman who had good, regular work, and regular salary? Should not she who has this be proud and thankful that she can take care of herself, and perhaps assist in taking care of others?

"So sorry for her!" In the name of all that is sensible, why?

H. E.

NAKHLVILLE, Tenn.

LOST DAYS.

CARL SPENCER.

Change! Change!
Another leaf is turned,
And back into the cold and strange
Sinks the half-learned.

Out of the quiet ways,
Into the world's broad track,
We go forth in the summer days,
And never wander back.

Not death!
We do not call it so,
Yet scarcely more with dying breath

Could we forego;
We cross an unseen line
And lo! another zone;
We learn to make a stranger clime
Familiar as our own.

Not one
But many lives we hold!
Our Hail to every work begun
Is Farewell! to the old,
At every bound we say
When will the day be past?
Yet start with vain regret some day
In presence of the last.

The last!
Last looks are tenderest;
The sunset light is in the past,
The old wine is the best;
O, days most fair and sweet,
The old life's fadeless wreath,
No record is complete
Without that last word—Death!
[Selected.]

SOMETIMES.

LILIAN WHITING.

Sometime you'll think of these summer days,
Dreamily fading in mystic haze.

Sometimes, with a thrill of passionate pain,
You'll long for their sweetness over again.

Sometime you'll listen, in silence lone,
For a girlish voice that was all your own.

Sometime—when the moonlight is silvering all,
And the pansies sleep by the garden wall—

You will watch for a gleaming figure fair,
White-robed and noiseless, with falling hair.

Sometime, in your dreamings, a little hand,
Will linger in yours at love's sweet demand.

And gazing deep in the luminous eyes,

That made for your life its Paradise,
The light and music, and odorous calm

Of this golden-crowned summer will linger like balm;

Till, starting, you waken to clasp but air,
And list to a fitting footfall there.

Sometime you'd give all the wide world's praise,
For one of these vanishing summer days;

For just one leaf from the swaying bough,
Sometime you'd clasp it,—ah, why not now?

Ere the lingering light of the perfect days
Has faded, forever, in purple haze!

CANNOT you get up an evening entertainment early, and secure funds enough to procure a dictionary, or "Lippincott's Gazetteer?"

The Children's Page.

CONDUCTED BY LILIAN WHITING.

Thou'rt bearing hence thy roses;
Glad summer, fare thee well;
Thou'rt singing thy last loveliness
In every wood and dell.

But ere the latest sunset
Of thy latest lingering day,—
O, tell me, o'er this checkered earth
How hast thou passed away?

Our Experiment.**CHAPTER II.**

Through sleepy eyes I noted the fact that night that May was radiant in a new self-poise and grace, and I mentally said that her summer alone had really done her good. She had made that summer a line of special study in German literature, and showed me a roll of manuscript translations, which I was quite willing to believe might some day make her famous, though I was not anxious to hear them all that night, at which lack of enthusiasm on my part I think May was surprised.

The next morning was Sunday. May opened a bureau drawer to show me the resources of her Gypsy style of housekeeping.

In a snowy napkin she had some feathery rolls, and from a paper great crimson touched peeped forth. She told me how kind Mrs. Lee had permitted her a corner in the refrigerator for butter and fruit, and taking a dainty little pitcher, she stepped around the corner for the cream, and returning, went to Mrs. Lee's cooking-stove, where she made coffee in a burnished coffee-urn of dimensions suitable for two—and bringing the cream, butter, and the lumps of loaf sugar which, for want of some more suitable receptacle, we kept in a crystal card-receiver, we cleared the writing materials from our little table, spread over it the dainty linen, and arranged our rolls and our coffee, our delicious fruit and cream, and a plate of such crispy ginger snaps as only a Vienna cafe can furnish.

"I wonder if my last effusion is in the *Reporteire* this morning? May said this after we were seated at our festal board.

"I hope so, dear, go and see," I replied. So May went down and bought the *Sunday Morning Reporteire*.

"Yes, here it is," she said, and another vision was added to May's dreams of the literary editor she was one day to be. For the city journals treated her little songs and sketches very kindly, and encouraged her to work on—sometime she would succeed. And May would sit down with a glow upon her cheeks and a new sparkle in her eyes. To be sure this benevolent fraternity of the press never offered her any compensation, not even the paper she wrote upon, or the lead pencils that melted away, but they were very kind, and assured May they had no doubt of her finan-

cial success. It was something to see one's name in the *Sunday Morning Reporteire*!

One day she stepped into the office of the *Trumpet* to purchase that day's edition, for May was growing eager in journalistic lore, and usually tried to glance at most of the daily papers. A gentleman who sat in the office with his heels elevated at an incredible angle of altitude, a cigar in his mouth and a hat upon his head, addressed May with:

"Are you the lady who writes for the *Reporteire*?"

"I am, Sir," replied May, with dignity. Pardon the bound of secret exultation her heart gave, O, reader. It was the first incense of fame.

"Well now," he continued, "we have been thinking we would like a lady on our paper, on the *Trumpet*, you know. Good to pick up things, you know. See lots that no man don't see. Gets advertising from the women, you know. Now suppose," continued the portly gentleman, with enchanting confidence, "that you just write us up two or three gossipy letters, fashion letters, you know, and that sort of thing, just to let us see what you can do, you know."

May was too much of a novice to ask the benevolent gentleman what he proposed paying her for these letters, and saying she would do so, she drew down her veil more closely and passed out.

She came up to our room with one bound.

"O, Inez," she exclaimed breathlessly, "I'm going to have a place on the *Trumpet*."

"Why, May," I replied. "Haye you it, really?"

"O, no, but they have asked me to write them some letters, and of course they mean to give me something."

I did not sleep much that night, with May's enthusiasm and gas-burning together, as she worked away at her manuscript under the drop-light.

In compliance with the hint dropped by the obliging gentleman of the *Trumpet*, to give them some fashion notes, May passed the next day in a large dry goods palace, taking notes on desirable fabrics and styles, worked a great part of another night to get her letter in readable shape, and received from the insatiable editors of the *Trumpet*—thanks.

As May chanced to know that her letter from the dry goods palace drew for the *Trumpet* an hundred dollar advertisement, she was naturally astonished at this editorial view of her services.

"I think you can get on our paper," the portly gentleman would say to her, "if only you keep on. But don't write poetry. You see the old gentleman—(courteously designating his senior partner) don't like poetry. You pick up all the gossipy society news for the *Trumpet*, and sometime you'll get on—you know."

Now, picking up society news for the *Trumpet*, with thanks from the editorial chair, would not pay one's room rent or buy one's rolls for break-

fast, and what with all our necessary little expenses, and May's enormous postage bills, mostly on rejected manuscripts, for May, being a woman, and having some talent, and an incredible amount of persistency, did not hesitate to knock at the door of the highest literary authority for admittance; what with all this our money melted away like May's enthusiasm over a place on the *Trumpet*.

Then we resolved to apply for a place in night schools. Our evil star must have been in the ascendant the day we obtained it, but we did not think so. We could have kissed the dust of St. Louis in such a transport of gratitude and enthusiasm as was that of Columbus when he first set foot on the new land.

The postman brought us one morning two yellow envelopes which we knew would contain the decision. Our fingers trembled as we opened them. There was an instant's breathless silence, and an

"O, May!" "O, Inez!" from the two enthusiastic, experiment-loving young women.

We were both enthusiasts on teaching, and we now dreamed of the high and holy work we would do for our night-school pupils—poor, neglected boys and girls.

"It is work that might well tax an angel's powers," said May.

I fully concurred in this opinion before we were through with the work!

(To be Continued.)

THE FIRST DAY.

LILIAN WHITING.

Manner of Entering the School Room
—Programme—Rules?—Closing Exercises.

Nowhere is it possible for first impressions to be more lasting and to have a more vital influence over the interests of the school, than those impressions the pupil receives, the first day, of his teacher. They are photographed upon his mind, and he will always see you in that light. Therefore the manner of entering the school room becomes an act of importance.

To appear to your pupils with happy words and sunny countenances, to as soon as possible individualize one from another; to engage their interest by asking their help in the little arrangements that usually need to be made; to let Johnny lower the windows for you, and Marian, with a group of her little friends, arrange the flowers; to employ the somewhat dangerous energies of Tommy and Ned in removing for you any surplus rubbish; all these devices are part of the general tact to get smoothly and pleasantly over that preliminary hour before time for commencing school, in which the children are gathering in eager groups to see the new teacher. [Of course, Messrs. Editors, the acts, scenes, and dramatis personae of this sketch are supposed to be a country school, where janitors do not flourish in perennial vigor].

Man's highest merit is to rule as far as possible, external circumstances, and let himself as little as possible be ruled by them.

And if an ill-mannered urchin stands staring, with his hat on, an invitation to take off his hat and pass the day with us, will make him laugh and bring the hat off too, while the order to remove it would fan to a flame his smouldering obstinacy. One thought would condense all this. Make the children feel you are their friend. And how? As the French king enjoined upon his son:

"My son, you must seem to love your people."

"But how shall I seem to love them?"

"By loving them, my son."

PROGRAMME.

The teacher must have blackboards, outline maps, globes, &c. Before him on his desk ready for a touch must be the very first day a bell, register, paper, pen, ink and pencil.

First of all take the names—only with pencil and loose paper at first—and if the pupils are young, talk to and interest them all the time. You can make it pleasant to them.

Form classes and set them to work as rapidly as possible. Keep them in such a swiftly changing, continuous round of study, recitations, or miscellaneous exercises, that they will have no time to dream of mischief.

For the first day it is better to take the former teachers' classifications; afterward to change as your judgment suggests.

By the close of the second day have programme of the exact time of each recitation on the board, written plainly, so the children can all read it.

Work by your programme. This is all-important, both to insure the efficient work of your school, and the respect of your pupils.

RULES.

Never give a rule till the necessity has arisen for it, and the minimum of them is then the maximum of excellence. If you tell the children not to climb a certain wall, they will immediately discover the very paradise of their lives lies over that precise boundary. It is far better to crowd out evil inclination by plenty of cheerful work and pleasant pastime, than to make any definite rules against it.

CLOSING EXERCISES.

Always send the children home happy. Let the last ten or fifteen minutes of the session be devoted to pleasant exercises. A pretty one is "Facts." Each pupil relates some one thing he has learned for this time—a fact in history, science, literature, &c., &c. Telling them a story which they reproduce on their slates, is pleasant. Spelling all the objects made of wood, iron, &c., &c., is another of interest. The ingenious teacher cannot fail to find and invent multitudes of these exercises. And last of all a pleasant song, and the sweet good night, which they will always return to you if you set the example, and you can close the school room door with a light heart.

Man's highest merit is to rule as far as possible, external circumstances, and let himself as little as possible be ruled by them.

Liberal Education for Women.

Here is what Miss Brackett says of it in *Harpers' Monthly*:

"A liberal education is not understood to be one which fits for any special work in life, but it does propose to furnish a platform of mental training wide enough and strong enough to bear any superstructure which it may be afterward desirable to raise upon it. It is for this very reason that it cannot logically make any difference in its work for the two sexes. Its idea is to put human beings into as full possession of their faculties as they can attain, minus the training of actual life. And woman for her life, as well as man for his, is better fitted for every part of her coming problem with the training which this, and only this, gives. Afterward the professional school, or her circumstances, shall train her for her special work. But, so far as the college training goes, it cannot logically concern itself whether its subjects are men or women. When it does, and attempts so to modify the usual evenly balanced training as to suit the special mental nature of women, we almost certainly discover in its work a less vigorous method, and consequently a lower standard of demands and requirements. The men's colleges admitting both sexes, and making no special provision for women, which is the same thing as offering equal advantages, are Michigan, Cornell, and Boston University. The one which, though exclusively for women, is yet consistently and persistently holding to the same standard, is Smith. The two which, burdened with a preparatory department, are being dragged down by it, are Vassar and Wellesley.

When any college attempts to be a "college in education, but a family in government," it attempts an impossible combination, for the idea which lies at the basis of the college is radically different from that at the basis of the family. We might as well attempt to combine the necessary severity of the punishment for crime by the State, with the infinite tenderness of forgiveness of sin by the church. A family of two hundred members is an impossibility as much as a square circle. We must choose between the two. If the government of the family be better for the girl, let her have it. But if the education of the college be desirable, that, and that alone, must be demanded.

The question which has been raised by some, as to what the young women graduates of our colleges shall do, does not seem to be any more pertinent than the equally persistent question, What shall the young men graduates do? The latter will go on in life; a few, a very few, will become prominent lawyers, statesmen, physicians, clergymen, writers; a large number will become steady merchants and business men, fathers of families, useful members of the great frame-work of society; a considerable number will not be even that, and will be lost sight of after a few years.

Because a man has had a collegiate education he is not necessarily a marked man; but if he has rightly used the opportunities offered to him at any well-ordered college, his whole life will be broadened and steadied, whatever relations he may come to hold to society, and society or solitude will be found to yield to him all its possibilities. And so it will be with the women. They will come back from their college life to their homes with a broader appreciation of the value of those homes. They will find their own places. Some few will go on into professional life. Schools are eagerly watching to utilize all who may choose to labor in that line for an independent life, and they will start fairly in the work of teaching, and hence not break down physically in it. Some will give us books which will, we trust, savor more of the impartiality and breadth of the writings of the English women than of the flippancy and superficiality of the American style. The majority will organize homes of their own; will become, like the men, heads of families; and their whole lives in all their details will, like those of the men, be broadened and steadied by their college training. They will hold their lives in their own control, and not be swept away by the force of undisciplined impulses. These will be the majority. No inconsiderable percentage, as with the young men, will make their mark. We are not to trouble ourselves so much as to what the young women graduates shall do, any more than about what the young men graduates shall do. They will go to their own place.

Recent Literature.

CASSELL'S LIBRARY OF ENGLISH LITERATURE. Edited by Henry Morley, Professor of English Literature at University College, London. Published by Cassell, Petter & Galpin, New York. For sale by Book and News Co.

The purpose of this work is to provide a compact and comprehensive library of English thought, from the earliest time to the present day. The arrangement will be chronological. Characteristics of our Celtic and Teutonic forefathers; the days of transition, after the Conquest, through the time of Chaucer, with the rising spirit of the Reformation, to the England of Elizabeth; the conflicts of opinion by which England advanced from the days of her first Stuart King to the revolution of 1688; and the course of thought and action by which we have been brought to the England of to-day—not without illustration of the character of our own times by selections from the works of our chief living writers, where we have leave to introduce them; all these should be found represented so as to make this library of use to the student of the History and Literature of our country.

Each piece of prose or verse will be set in a brief narrative showing when and by whom it was written, as far as that can be told, with here and there such information as may serve to secure fuller enjoyment of some part of the mind of a people "not slow and dull, but of a quick, ingenious, and piercing spirit, acute to invent, subtle and sinewy to discourse, not beneath the reach of any point the highest that human

capacity can soar to." So Milton described his countrymen, and the readers of these volumes will see that he spoke truth.

The work has been planned to contain in a few volumes: (1) A series selected from all the best and most characteristic of those poems which are short enough to be given in full; (2) [but fourth in order of time] a corresponding series of the best of our prose works; (3) a series of pieces in prose and verse, illustrating from first to last the religious life of England; and (4) a series of plays by the best dramatists from the time of the miracle-plays downward. The volumes will be freely illustrated with copies from trustworthy portraits, sketches of places, contemporary illustrations of manners and customs, or of incidents described or referred to in the pieces quoted.

We have received the first volume—*The Shorter English Poems*, and when we shall have examined it carefully we shall be able to speak of it more intelligently.

ANCIENT CLASSICS for English Readers. Philadelphia: J. B. Lippincott & Co. For sale by Book and News Co.

The cordial reception given by the public to the series of "Ancient Classics for English Readers," has confirmed the intention of the publishers to carry out a kindred series, which it is believed will not be less useful or less welcome, and in which an attempt will be made to introduce the great writers of Europe in a similar manner, to the many readers who probably have a perfect acquaintance with their names, without much knowledge of their works, or their place in the literature of the modern world. The classics of Italy, France, Germany and Spain are nearer to us in time, as well as sentiment, than the more famous classics of antiquity. To know England one must know something of Shakespeare, Bacon, Milton, and the great writers who have followed them; so no amount of travel can make one acquainted with Italy, while Dante, Tasso, and her great historians are unknown; nor can the upheavals of French society and the mental characteristics of the nation be comprehended without Voltaire, Moliere, Rousseau, and other great names beside. Germany is not complete without Goethe and Schiller; nor Spain without the noble figure of Cervantes, in whom lives the very genius of the nation.

To bring this great band within the acquaintance of the English reader, whose zeal may not carry him the length of the often thankless study of translations, and whose readings in a foreign tongue are not easy enough to be pleasant: to present the great Italian, the great Frenchman, the famous German; to make plain what and how they wrote, something of how they lived, and more or less of their position and influence upon the literature of their country—such are the aims of the "Foreign Classics."

The volumes already announced as in preparation, are "Dante," by Mrs. Oliphant; "Voltaire," by Col. E. B. Hamley, C. B.; "Pascal," by Rev. Principal Tulloch; "Goethe," by A. Hayward, Esq., Q. C.; "Petrarch," by H. Reeve, Esq., Q. C.; "Cervantes," by Mrs. Oliphant; "Montaigne," by Rev. W. Lucas Collins, M. A. They will be published at short intervals by J. B. Lippincott & Co., Philadelphia, at the uniform price of one dollar per volume.

—Three hundred teachers attended the Normal Institute at Oskaloosa, Iowa. The Institute continued four weeks.

We call attention specially to the valuable school books announced by Hurd & Houghton on page 16, and to the *reduced prices* of the same.

Students, book dealers, and literary institutions will do well to consult this list. Hurd & Houghton also announce in this issue of the JOURNAL as ready Sept. 1st, "The Poetical Works of William Wordsworth," edited by Prof. F. J. Child of Harvard University. This is the first of the new issue of the well known British Poets. The paper, press-work and binding of "The Riverside Press" is all that taste, culture and perfection in the art of printing can produce.

POLITICS FOR YOUNG AMERICANS. By Charles Nordhoff. New York: Harper & Brothers. 75c. For sale by Book and News Co.

In a series of letters to his son, the author attempts to instruct him in the political knowledge which every American boy ought to possess to fit him for the duties of citizenship. He believes that free government is a political application of the Christian theory of life; that at the base of the republican system lies the golden rule. Whether this be so or not, the fact remains that this little book of two hundred pages is by far the best guide for young or old who would know why and how we are governed.

AMERICAN HISTORY FOR SCHOOLS. By Geo. P. Quackenboss. New York: D. Appleton & Co. For sale by Book and News Co.

An entirely new work, freshly compiled, and intended to meet the wants of teachers who desire a history brief while complete, and interesting while condensed. It has been the aim to adapt it to the improved modern methods of teaching; and to awaken in the student a taste for historical reading. The maps and illustrations are really an aid to a correct understanding of the text.

THE PICTORIAL BIBLE AND COMMENTARY. for Young People. Presenting the Great Truths of the Word of God in the most simple, pleasing and instructive manner. By Ingram Cobbin. Carefully improved, revised and enlarged, with an introduction by Rev. David March, D. D. Wm. Garretson & Co.: St. Louis, Mo.; Nashville, Tenn.

This book, with about 450 illustrations, is an attempt, and a very successful one, too, to set the sacred truths of the Bible before the young in such a light as to attract the eye, instruct the mind, and move the heart.

The main effort of the author seems to be to show how fresh, and plain, and grand, and strong a book the Bible is. He sets the men of old times along side of pictures in later history, to show his readers that the Bible is a book for all ages—that its saints and heroes are representative men for the whole human race.

The pictures teach vividly and impressively the truth of the written word, and the reader receives a far more definite and lasting impression of Bible times, lands, and people, than could ever be given by verbal description alone.

It will inaugurate a new era in the instruction of the young in biblical literature. It is elegantly printed on toned paper, beautifully bound, and ought to find a place in every home in the land.

If you do not find at your local book-store such things as you need, send us the order and the money, and we will help you out. Our office is at 704 Chestnut Street, St. Louis.

VINETA. The Phantom City. From the German of E. Werner. Boston: Estes & Lauriat. \$1. For sale by Book and News Co.

A thrilling story of the Polish Revolution, into which is gracefully interwoven the old Teutonic superstition of a city buried beneath the sea, which comes to the surface in all its glory whenever the gazer is in harmony with nature. Those who may be present at its appearance, are bound to each other with indissoluble ties. If seen twice by lovers, their fate is marriage or death. A few hours passed in finding out which was the fate of Wanda and Waldemar will be very agreeably spent.

WHEN you organize your schools this fall, we would suggest that you lay out some definite plan, and so far as practicable, work to it. We must accomplish more this winter than ever before, of real, substantial work.

The *Literary South*, a family literary and home paper, is before us. Published by John F. Seals, at Atlanta, Georgia. It is bright and entertaining.

In the *Atlantic* for August is an article by Whipple, entitled "The Shadow on Dickens' Life," a paper so rich in analytical thought, and in insight into the inner life of the great novelist, as to be a rare enjoyment to the reader.

THE September-October number of the *North American Review* will contain an article on "The Recent Strike," by Thos. A. Scott, President of the Pennsylvania Railroad Company; also one entitled "Fair Wages," by "A Striker."

THE *Popular Science Monthly* and the "Supplement" which Prof. Youmans found it necessary to issue in order to give the public what he considered valuable and timely in popular science literature, are before us, and we can but say, as we have said before: They are worth their weight in gold, for their services in educating the people.

The "Supplement" for Sept. contains the continuation of Prof. Robertson Smith's great article on "The Bible."

Another article, "The Trial of Jesus Christ," by Alexander Taylor Innes, is the most able and original paper that has appeared in the pages of a magazine for years, both from a religious and a legal point of view.

This "Supplement" is just the thing for "reading clubs" to get hold of. It contains generally about a dozen lectures and articles written in a popular style—which ought to be read in every neighborhood. It is very cheap reading of the very best kind. Send to D. Appleton & Co., New York.

Books Received.

"Nimport"—Vol. I., of "Wayside Series." Lockwood, Brooks & Co., Boston, Mass.; Gray & Baker Book and Stationery Co., St. Louis, \$50.

"Dante"—By Mrs. Oliphant. Vol. I., of "Foreign Classics." J. B. Lippincott & Co., Philadelphia. \$1.00.

"The Nineteenth Century"—A monthly review edited by James Knowles. Agents for America, the Wilmer & Rogers News Company, New York.

"The Locust or Grasshopper Plague in the United States." By Charles V. Riley, M. A., State Entomologist of Missouri. Rand, McNally & Co., Chicago.

—During August, many counties in Kansas, Iowa, Illinois, Arkansas and Texas, have sent us clubs of from ten to thirty subscribers each. For these clubs we return our warmest thanks. Green county, Iowa, has just sent in a club of fifty. To Green we award the palm.

HURD & HOUGHTON, New York; the Riverside Press, Cambridge, announce for immediate publication "Poetic Inspiration of Nature," by J. C. Shairp, LL.D., author of two books which have been widely read: "Culture and Religion" and "Studies in Poetry and Philosophy." Mr. Shairp has been Principal at St. Andrew's, Scotland, but has lately been appointed to the Professorship of Poetry at Oxford, a post formerly filled by Matthew Arnold. He is a clear-headed and attractive writer, and in this volume takes up the question of the relation which poetry holds to Science as an interpreter of nature. The book is really a contribution to current scientific questions from a fresh side.

WOULD it not be a good plan, after you have become well acquainted with your pupils, to propose to them to have a sort of "review exercise" one evening in the week, and invite the parents and patrons of the school in to see what progress is being made?

Moral epochs change as well as the seasons of the year. The graciousness of the great, the favors of the strong, the encouragement of the active, the attachment of the multitude, the love of individuals—all these change, and we can no more hold them fast than the sun, moon, or stars. We can never be sure of them.

We must find our duties in what comes to us, not in imagining what might have been.

Faithfulness and constancy mean much more than doing what is easiest and pleasantest to ourselves. They mean renouncing whatever is opposed to the reliance others have in us—whatever would cause misery to those whom the course of our lives has made dependent upon us.

If you want to slip into a round hole, you must make a ball of yourself.

Without ideals nobility of character becomes of rare attainment, even if possible.

IF our teachers will all try to organize some sort of social and literary meeting with the pupils and their parents, they will soon ascertain their strength and the strength of their friends—and perhaps their *weakness* too—and a long step towards efficient work to help build up has then been taken. Try it, and see what you can do, and you will then learn what you need—to *know*—in order to be able to do more.

An apparently adverse destiny begins the culture of those who are to encounter and master great intellectual or spiritual experiences.

All experiences enter into the poet's life.

—More than 10,000 teachers are attending the Normal Institutes in Iowa. These Institutes are doing incalculable good, and are becoming immensely popular.

PROF. C. F. CRAIG, who has been County Commissioner of Buchanan county, Missouri, for a number of years, has been elected to the principalship of the High School at Council Bluffs, Iowa.

ONE of the leading teachers in Illinois, says:

"I admire your journal on account of its solid articles on education, its independence in discussing the plans and needs of this great work—and especially its helpfulness to those who labor in all departments of education. It is my intention to introduce it into more of our families and homes."

H. A. D.

PROF. W. K. JONES, formerly of Tennessee, has just been unanimously elected to the Presidency of the Dallas Female College, located at Dallas, Texas.

The building is entirely new, furnished throughout with the Improved Patent Gothic Desks and Seats, the faculty is an able one of large experience, devoted to their work, and we predict for this institution a large measure of success in educating the daughters of Texas.

See what the trustees say in another column, of the facilities afforded.

SOULE UNIVERSITY, located at Chappell Hill, Texas, makes a modest statement of its designs and needs, on page 13. Strong from its very modesty, and full of promise in view of a good and great work already accomplished for Texas.

This great State is an empire within itself, and its moral and intellectual progress will keep pace with its marvelous growth in material things, if the friends of the numerous schools established do their duty. No investment of time or money will pay better than to sustain the excellent educational institutions located at different points in the State.

WHAT reading are our teachers doing this winter? What have you got to read? Are you so fully posted as to be able to illustrate to each pupil in some *practical* way the *value* of the study he is pursuing—so clearly and so plainly as to set his mind at work to secure all the knowledge possible?

IF any of our teachers have not got a full set of the addresses and proceedings of the National Educational Association, we should advise them to secure a set without delay. Get up an exhibition, charge a small admission fee, and secure the funds at once, or send us *four* subscribers, and we will send you any volume to be had, post-paid.

Earnestness makes life eternity.

THAT "open hand" of *The Great Wabash* route means business. Quick time and low rates take now-a-days, and sure connections are made with the main line from Burlington and Keokuk, Iowa, and from Quincy, Warsaw, Hannibal and St. Louis, farther south, going or coming, and if any further information is needed, Mr. H. L. Hall, the General Southwestern Passenger Agent, St. Louis, or the ticket agents at various points will give it cheerfully and promptly.

Mr. Hall invites the traveling public to take advantage of this cool route via Toledo and the lakes, Put-in-bay, Niagara Falls, Buffalo, Saratoga, and all principal cities and watering places to the East. Remember the 6:40 p. m. train leaves St. Louis daily.

Drury College.

The Fall term for 1877 will open on Thursday, September 13, with a full and able faculty in all departments of instruction. Examination and classification of new students the day previous. All the old and some new advantages offered.

J. J. MORRISON, President.

ATTENTION is invited to the facilities afforded by the Pittsburgh Female College for securing a "higher education for ladies," under the presidency of Rev. J. C. Pershing, D. D. Catalogues will be furnished on application to the president, fully explaining the character of the institution, and its superior advantages.

Help for the weak, nervous and debilitated. Chronic and painful disease cured without medicine. Electric Belts and other appliances, all about them, and how to distinguish the genuine from the spurious. Book, with full particulars, mailed free. Address Pulvermacher Galvanic Co., 292 Vine Street, Cincinnati, O. x7 emonly

IT will pay to remember that \$2 50 buys a ladies' finest kid or morocco side lace shoe at the Globe Shoe Store, 805 Franklin avenue.

QUEER, isn't it, that they struck upon the name, "Globe Shoe Store," but then they have the reputation of giving *more goods* for the money at 805 Franklin avenue than any other place on the "globe."

Johnson's Commercial College, 210 and 212 North Third Street. Full Commercial, English, and Mathematical Course. Also Phonography, personally or by mail. Write for circulars.

Full course of Book-keeping, \$20. 10-6-9

Advertisement.

"The American College Directory and Universal Catalogue" contains information as to the name, location, management, number of faculty, length of course, size of library, and student's annual expense, for *two thousand nine hundred* Colleges, Seminaries, and institutions of all kinds of learning throughout the United States. Sent post-paid on receipt of 50 cents, by C. H. Evans & Co., 411 N. Third Street, St. Louis, Mo.; or can be had of news dealers. x-9

Even on the firm land there are frequent enough ship-wrecks, and the truly wise conduct is to recover ourselves and re-fit our vessels as fast as possible. Is life only to be calculated by its gains and losses?

C&N-W LINES.

The Chicago and Northwestern Ry
Embraces under one management the Great Trunk Railway Lines of the West and Northwest, and with its numerous branches and connections, forms the shortest and quickest route between Chicago and all points in Illinois, Wisconsin, Northern Michigan, Minnesota, Iowa, Nebraska, California and the Western territories.

Its Omaha and California Line
Is the shortest and best route between Chicago and all points in Northern Illinois, Iowa, Dakota, Nebraska, Wyoming, Colorado, Utah, Nevada, California, Oregon, China, Japan and Australia. It's

Chicago, St. Paul, and Minneapolis
Line is the short line between Chicago and all points in Northern Wisconsin and Minnesota, and for Madison, St. Paul, Minneapolis, Duluth and all points in the Great Northwest. It's

La Crosse, Winona and St. Peter
Line is the best route between Chicago and La Crosse, Winona, Rochester, Owatonna, Mankato, St. Peter, New Ulm, and all points in Southern and Central Minnesota. It's

Green Bay and Marquette Line
is the only line between Chicago and Janesville, Watertown, Fond du Lac, Oshkosh, Appleton, Green Bay, Escanaba, Negaunee, Marquette, Houghton, Hancock and the Lake Superior Country.

Its Freeport and Dubuque Line
is the only route between Chicago and Elgin, Rockford, Freeport, and all points via Freeport.

Its Chicago and Milwaukee Line
Is the old Lake Shore Route, and is the only one passing between Chicago and Evanston, Lake Forest, Highland Park, Waukegan, Racine, Kenosha and Milwaukee.

PULLMAN PALACE CARS

are run on all through trains of this road. This is the only line running these cars between Chicago and St. Paul and Minneapolis, Chicago and Milwaukee, Chicago and Winona, or Chicago and Green Bay.

Close connections are made at Chicago with the Lake Shore & Michigan Southern, Michigan Central, Baltimore & Ohio, Pittsburgh, Fort Wayne & Chicago, Kankakee Line and Panhandle Routes for all points East and Southeast, and with the Chicago & Alton and Illinois Central for all points South.

Close connections are also made with the U. P. R. R. at Omaha for all far West points.

Close connections made at junction points with trains of all cross points.

Tickets over this route are sold by all coupon ticket agents in the United States and Canadas.

Remember, you ask for your tickets via the Chicago and Northwestern Railway, and take none other.

New York office, No. 415 Broadway; Boston office, No. 5 State Street; Omaha, 253 Farnham Street; San Francisco office, 121 Montgomery Street; Chicago ticket offices, 6 Clark Street, under Sherman House; corner Canal and Madison Streets; Kinzie Street Depot, corner W. Kinzie and Canal Streets; Wells Street Depot, corner Wells and Kinzie Streets.

For rates or information not attainable from your home ticket agents, apply to MARVIN HUGHITT, W. H. STENNELL, General Superintendent. Gen'l Pass. Ag't. x-16

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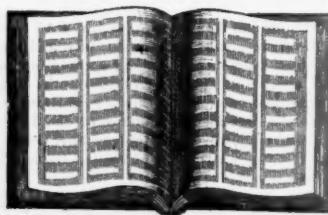
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and are used exclusively in the public schools of Philadelphia, and this city gave its unqualified endorsement of this "New Patent Gothic Desk" by a unanimous re-adoption of them after five years of trial, during 1871, 1872, 73, '74, '75, and 1876.

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The Philadelphia Board of Education, after thoroughly testing this desk for five years, and re-adopting it for exclusive use during 1876, give a most emphatic testimony to the truth of the statement of Dr. Wm. T. Harris, Superintendent of Public Schools of St. Louis.

Dr. Harris says: "These New Patent Gothic Desks, used in the High School in this city, after a thorough trial, give entire satisfaction, are not only substantial and beautiful, but by their peculiar construction secure perfect ease and comfort to the pupil, at the same time they encourage that upright position so necessary to the health and proper physical development of the young. These considerations commend this style of desk to all who contemplate seating school houses."

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Very truly,
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OUR ANNUAL LETTER.

To our Patrons and Friends:

I desire again to tender you my grateful acknowledgements for your continued and increasing patronage. For more than ten years, ever since my location in St. Louis, some of you have been my constant customers. With largely increased facilities for supplying School Desks of all styles and prices, Maps, Globes, Charts, Liquid Slating, Blackboards, Erasers, Crayons—*everything*—in fact, needed in schools of all grades, I come to solicit the continuance of these favors, and to say, that several large concerns, who have been selling goods from this point, have turned their business in this city over to me, and withdrawn from this market.

A moment's reflection will convince any one that it is better to buy goods of a responsible party near home, than to trade with irresponsible *traveling agents*, many of whom have been swindling school officers for years by their misrepresentations and frauds.

There is a growing conviction on the part of parents, school officers, teachers, and all patrons of our schools, that *properly constructed seats and desks* are an absolute *necessity* in every school house. Not only comfort, but the *health* of the pupils demand this. Provision should be made for the *SEATS AND DESKS* in building a school house, as much as for the floor or roof of the building. We again call attention to this matter thus *early* and *specifically*, because we have found in an experience extending over more than ten years, that in furnishing school houses great trouble and annoyance has been caused by the *delay* on the part of those whose duty it was to order seats and desks. **SIXTY DAYS** should be given to get out the order, and get it to its destination, to insure its being *on hand* and *set up* in the school house when you need it. It takes from \$75,000 to \$100,000 to keep up a full stock of the varieties, sizes and styles of school desks I manufacture, and there is no profit in the business to warrant such an outlay of money.

We have known those whose duty it was to provide these things, to *delay* ordering the *SEATS AND DESKS* until within a week of the time when the school was to commence. Then the rush of freight was so great that the goods have lain in the depot a week or more before starting to their destination—the teacher hired—the pupils present—but nothing could be done, as there were *no seats*—and the school became demoralized for weeks, because the seats and desks were not *ordered in time*.

We repeat, orders should be given at least **SIXTY DAYS** before the desks will be wanted—and we write this, to aid at least this year, in avoiding the trouble and disappointment those who neglect to order in time, will experience. This delay and trouble can be avoided by ordering the desks when the *foundation of the building is being laid*.

Now comes the question as to which is the *best desk to buy*. We prefer to quote what those say who have used our desks for more than ten years, and so *thoroughly* tested their merits. As more than 600,000 of "The Patent Gothic Desks" have been sold, and almost as many of the "Combination Desk and Seat," we have of course a very large number of the best kind of endorsements of these desks. We present the following from Dr. W. T. HARRIS, Superintendent St. Louis Public Schools, as a sample—

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DEAR SIR: It gives me pleasure to state that the desks and seats which you have put into the school rooms of this city, after a thorough trial of more than ten years, give *entire satisfaction*. The

"New Patent Gothic Desk,"

with curved *Folding Slat seat*, with which you furnished the High School, are not only substantial and beautiful, but by their peculiar construction secure perfect ease and comfort to the pupil, at the same time they encourage that upright position so necessary to the health and proper physical development of the young. These considerations commend this style of desk to all who contemplate seating School Houses. Respectfully Yours,

WM. T. HARRIS,
Superintendent Public Schools, St. Louis, Mo.

More than 600,000 of these desks have been sold; every one using them commends them.

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"The Combination Desk and Seat."



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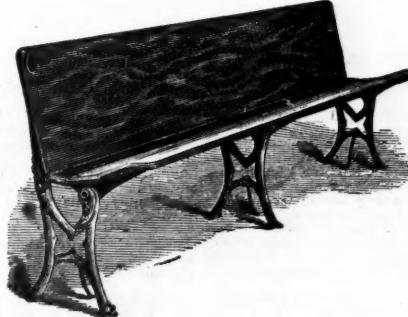
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